

Your Schools

IN

LANSING
MICHIGAN

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To the People
of Lansing

Your Schools

To the People of Lansing . . .

1 9 3 8

The purpose in presenting this booklet to you is to enable you to see, primarily by means of pictures, the life your children are living in your schools today. We have attempted to make an accurate picture of the things your children are doing. The activities herein shown are common throughout the schools in all parts of the city.

It is apparent from these pictures that your children are happy and are enjoying their school life. We hope that they will always be grateful to you for the educational opportunities which you afforded them in The Lansing Public Schools.

Cordially yours,

J. W. Sexton

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... It was the year 1847. ...

For seven years the young Victoria had been Queen of England. Louis Philippe of France was already making preparations for a hasty flight to escape his enemies who were daily becoming more menacing. Ill-feeling between Russia and her great rivals, France and England, was reaching proportions that would in five more years plunge these countries and their small hangers-on into the throes of the Crimean War.

James K. Polk had been President of the United States for two ineffectual years and was beginning to see his hope of a second term becoming more and more a hope without a promise of fulfillment.

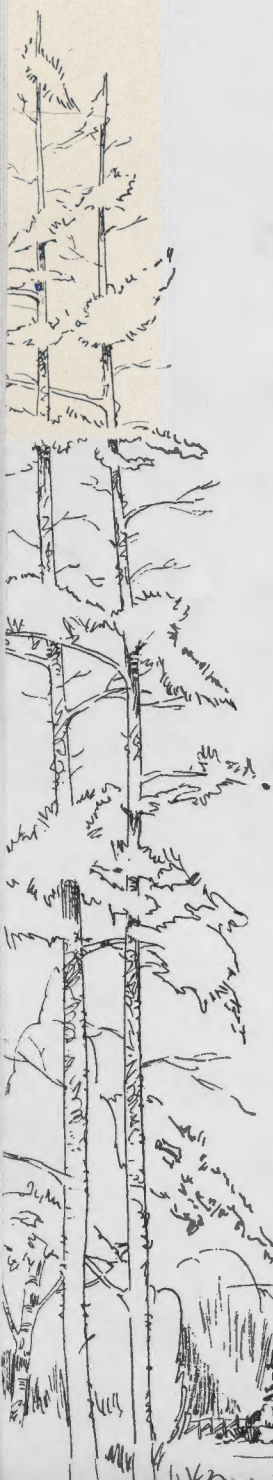
The great Oregon trek was on, to be followed within a year by the still greater rush to the newly discovered gold fields of California. The great South was in the hey-day of its economic and social life. Although one heard the words "state rights," on many tongues, although there were rumblings of discontent with the institution of slavery and the voices of Calhoun, Clay, Garrison, John Quincy Adams, and many others were being heard raised in protest or in defense, the southern belles and beaux were but little concerned. They were enjoying life at its best—a life of culture, of romance, and of charm never again to be equaled. They were riding to hounds and dancing the stately minuet, while little pickaninny heads peered from behind the great columns of the lavish homes to watch the dazzling spectacle.

It was the year 1847. Florida and Texas had been members of the Union for two years; Iowa for one. The West was still the West, a vast country with millions of unexplored acres, a country of mystery, of hardship, and of violent deaths.

Michigan had been a state for ten years, but Michigan too, had its unexplored tracts. Some hundred miles to the west of its capital city, Detroit, lay a heavily wooded and but little known section on the banks of the River Grand. A legislature had just announced that this was to be the site of Michigan's new capital city. Sharp protests, biting sarcasm, and stinging ridicule failed to have any effect upon the lawmakers' decision. Woods or no woods, here they would found a new city, a commonwealth's capital. And they named this section of the virgin forest, "Lansing."

Some enterprising and hardy souls had already settled here some four years earlier, but the little settlement was somewhat to the north of what was now to become the home of Michigan's lawmakers. For several years the buzz of a sawmill had been heard on the banks of the Grand, a few log cabins had been built, but there had been no real impetus toward a rapid settlement. Now all that was changed. The new capital city needed houses, it needed churches, it needed hostleries, it needed schools.

The sawmill was put to work. It soon turned out enough logs to build a tiny cabin to house the few children who made their homes here. The building contained one small room, a fireplace at one end, a door hung on leather hinges from the top, and a hole in the wall which served to give light, air, and a view. Here Miss Ella Powell, for two silver dollars a week undertook the task of pounding, figuratively or literally as the case might be, the three R's into the hard and unwilling heads of her ten pupils. So successful was she, or so attractive became the new capital city, that the next year these quarters were already outgrown. Again the sawmill buzzed, this time to saw real boards, and Lansing's first white frame school-house reared its head on the site of the original log cabin and what was later to become the Cedar Street School. Again it was only a one room school, but the room was much larger and boasted of several windows as well as a man teacher, Elihu Elwood.



But competition entered the educational field. Definite social lines were beginning to be drawn. There were those among the new settlers who did not care to have their off-spring mix with the hoi polloi of the public school of the north settlement and were looking about for something that would have a bit more tone to it, be a bit more classy, so to speak. Miss Laura Burr sprang to the rescue. On the banks of the Grand, well to the south of the public school, so far indeed, that there would be no danger of contamination, she opened her River Grove Private School with nine pupils. By Christmas this had blossomed to eighty pupils and an assistant, Miss Delia Ward came to lend a hand. So strenuous was their program or so delicate their clientele, that history tells us that the school survived only two short years and then closed its doors forever due to an epidemic of brain-fever among its learners.

But brain-fever did not daunt the spirit of the early settlers, or perhaps they thought their children of necessity immune from such disease. Whatever the reason, Lansing continued to grow and by 1851 an additional school had become a necessity. A two-story brick structure, the pride and joy of the new little city was erected on the corner of what later came to be known as Townsend and Wash-tenaw Streets. It was called the Union School, and was in sight of the Capitol building, then on Washington Avenue.

And so, from a very small beginning, Lansing's school system has grown. In 1859 the two school districts, one to the north and one to the south were placed under one school board. In 1861 this was made into one school district with a board of education of twelve members. That was the real beginning of the present board of education.

The Lansing community and its school board always showed a progressive spirit. As early as 1868 they took definite steps to begin the building of a four year high school, the first in the county. The site chosen was that upon which the present Central High School is located. Here a two-story wooden structure was erected and the first proud class of three girls graduated in 1873 amid flowers and ribbons and valedictories and long speeches filled with advice and warnings of the dangers that threatened them. This building was followed in 1874 by a three-story brick structure, still remembered by Lansing's older citizens, and a part of which was incorporated in the present Central High School building.

And Lansing continued to grow. Before the opening of the twentieth century the school board had built the Cedar, the Townsend, the South, the Clark, the Larch, the Bingham, the Michigan Avenue, the Cherry, the Leshner Place, and the Logan Street Schools. Since the opening of the century, some of these have been abandoned, some razed and re-built, some remodeled, and new ones added until today Lansing has twenty-two elementary school buildings, three junior high schools, and two senior high schools, an administration building, and various school sites in growing sections of the city.

The picture of the physical growth of a school system is however never its most important feature. Far more important than the outside of any building is the life that is lived inside of it and that life within our Lansing schools has followed the best of the modern trends. Today our schools are responsible not only for the intellectual growth of its children, but also for their physical development, for their ethical and spiritual nurture. Neither can school systems longer cater only to the academically minded. They must have in mind the child who has artistic ability, who loves music, who loves art, or who prefers to use his hands, who wants to work in a shop, who wants to make a garden, who wants to enter the commercial field, who wants to be a salesman, or who is so physically handicapped that he can do none of these things but needs to have his body re-built. The schools try to build healthy bodies, keen minds, and fine spirits. They try to teach children to play together, to work together, hence live together, and it is only as they play and work and live with children that they will be able to play and work and live with adults when they reach manhood and womanhood. How Lansing is trying to do these things for its children, we have attempted to show you in the pages that follow.



School days .. and nights

In many Lansing families there is one topic of conversation in which every member of the family can take part and offer some first-hand information or relate some personal experience, and that topic is the school.

At dinner in the evening son and daughter can discuss the day's happenings and at breakfast the next morning father and mother can relate their experiences for they, too, have been to school. The difference is that while son and daughter start off in the morning hours, father and mother find their way by the light of the moon.

For some twenty-five years Lansing has conducted a public evening school which has proved exceedingly popular. Some twenty-five hundred adults enroll annually and avail themselves of the splendid opportunities offered along the lines of academic, commercial, shop, or home-making work. Here people from all walks of life meet on a common ground. The man who has been sitting at the desk all day and who loves to tinker, finds rest and relaxation in the wood shop or metal shop or radio room. The man who has been actively engaged in the shop to earn the family livelihood would consider more shop on the same basis that a mail-carrier would consider a walk for a holiday. He finds rest and joy in joining a music group or a literature class or in merely listening to talks on topics of the day. Mothers who have been at home all day tied down with a family of small children here have the opportunity to study some of the things they have wanted to learn all their lives or to try their hands at creating things of beauty for which they have no time or facilities during the day.

These are not the only people who patronize the evening school however. There are those who wish to improve themselves in the work in which they are already engaged and so take courses in shop or the commercial or academic field to make themselves more efficient in their life work. Others have discovered that they are square pegs in round holes and would like to fit themselves for other lines than those in which they are engaged. For them, too, the evening school is a boon. Here they may take work along any line which their taste dictates and so eventually fit themselves for positions more to their liking.

For the benefit of some mothers who would like to learn new or better methods of cooking, sewing, child-care, or other home-making work, and who find it practically impossible to be away from home in the evening, afternoon classes have been organized in different sections of the city. Judging from the attendance and growth of the classes, this plan has been appreciated by those who would otherwise be deprived of such opportunities.

Others have discovered that night school gives an opportunity to meet with congenial groups of people interested in some hobby or field of recreation similar to their own and meet in groups to sing or play together. So the night school offers something for everyone and we find Lansing's grown-ups enjoying the schools quite as much as its smaller citizens.





Left: Zero temperature and snowy walks are soon forgotten in the warm, friendly atmosphere of Lansing's Public Evening School attended by some 2,500 of our adult citizens.

Center: Shakespeare's description of "the whining school-boy creeping like snail, unwillingly to school," no longer fits our modern boys and girls going to a modern school.

Bottom: The school day is over. With no home-work assignments given, the children can romp and play without worrying over school tasks still to be done.





MAIN STREET

FOSTER AVENUE

ALLEN STREET

CHRISTIANCY STREET

LARCH STREET

VERLINDEN AVENUE

KALAMAZOO STREET

MAPLEWOOD

HOLMES STREET

EASTERN HIGH

PATTENGILL JUNIOR HIGH

BARNES AVENUE

CENTRAL HIGH

ADMINISTRATION

MOORES PARK



Parents and Teachers meet

Ask any parent what he considers his most precious possession and he will answer unhesitatingly, "My children." Yet parents have often given over the care of these same children to men and women whom they had never seen, whose ideals, intelligence, and understanding of children they took for granted and of whom their opinion had been formed entirely by what the children more or less casually happened to report at home.

In small towns and communities this was probably never so completely the case, but in cities it was very frequently true. The mother probably thought many times that some day she would visit the school or invite the teacher to her home, but all too often a certain timidity held her back. She hesitated to enter the school-room and face the barrage of forty pairs of eyes focused upon her, and although the intentions were good, they remained intentions.

The Parent-Teacher Associations have been a God-send in this respect. The timid parent, feeling that there is safety in numbers, unhesitatingly goes to school to attend meetings of parents and teachers. She enjoys the "open-house" invitations which are frequently extended, meets socially at the school from time to time and learns to know Johnny's and Susie's teacher in a way that was not possible before. It is not uncommon that the Johnny of the home is an entirely different child from the Johnny of the school and for the good of the child it is most essential that the teacher should know him as he is at home and the mother as he is in school. There are no people in the child's universe who have his well-being more closely at heart than these two and there should be complete understanding and trust between them.



Right: The auditorium's seating capacity is taxed to the limit when the junior high pupils come together for instruction and entertainment.



Center: The P.T.A. Council, representing all of Lansing's Parent-Teacher Associations, meets every month to discuss the problems which confront all parents and teachers in their task of rearing children wisely.



Left: When Lansing's 513 teachers get together, they practically fill the main floor of West Junior High School's attractive auditorium.

Health

PHYSICAL EDUCATION, RECREATION, SAFETY

"Health is the vital principle of bliss,
And exercise, of health."

sang the poet, James Thomson, some two hundred years ago, but it is to be feared that he failed to live up to his own teaching, for he died at the comparatively youthful age of forty-eight.

Because the Lansing Board of Education also believes that health is bliss and exercise means health, it has laid great stress upon the physical development and well-being of every child in the school system. Doctors, dentists, nurses, physical education instructors, safety directors, all have but one thought in mind, to keep or make every child physically fit and glowing with health.

The comment most often heard when parents visit the schools and see the gymnasiums, swimming pools, play apparatus of all kinds, and programs of directed plays and exercises, "What wouldn't I give to have had all this when I was a child!" and it is because parents appreciate what they have missed that they ask these things for their children. To know that children appreciate them one needs only to see them make for the gymnasiums and pools and listen to the carefree shouts and laughter as they play.

From time immemorial we have heard the adolescent age called the "awkward age," the age when boys and girls are for the first time aware of the fact that they have hands and feet and that they seem forever in the way. Physical education provides for rhythmic exercises, for group and individual dancing, for

Parents, teachers, doctors, and nurses all work together to keep the children physically fit. The school nurse keeps a careful record of the doctor's findings.



games and athletics which go a long way toward helping boys and girls through this trying period. Children who have, from their earliest years almost daily participated in graceful, swaying, rhythmic exercises, have gained such control of themselves that for them there is no "awkward age."

Games and athletics have been with us so long that they have lost their novelty. Yet even in this field there are innovations. While at one time most boys and girls were merely rooters, now many more have become participants. The aim and hope is through intra-mural games, for still greater participation and less sitting on the side-lines. Not only will this give exercise and hence health and happiness now, but it will create an understanding and interest in sports that we hope will last for life. A people that has learned to play together has learned to live together in peace and understanding.

With the shorter working hours and constant increase of leisure time, the need for an adult-recreational program has grown more and more. To meet this need the Board of Education has opened its school buildings, gymnasiums and auditoriums evenings and vacations so that the men and women of the community might have an opportunity to play or meet socially.

So frequently as we pick up the papers we read of friction and misunderstandings between various departments of city, state and nation. Be it said to the credit of Lansing that we have been refreshingly free from such strifes in the departments of education, public health, and public safety. In our city these departments have combined forces in an effort to work out the welfare of Lansing's children. The City Health Department has supplied doctors and nurses who have given freely of their time and skill to prevent the spread of contagion and to conserve the health of every child in the schools. The Police Department has provided traffic officers and has sponsored the safety-patrol work which has been so effective in preventing accidents and tragedies. May the departments always continue to work together in complete harmony as they have in the past and thus foster the health, safety, and happiness of the children.



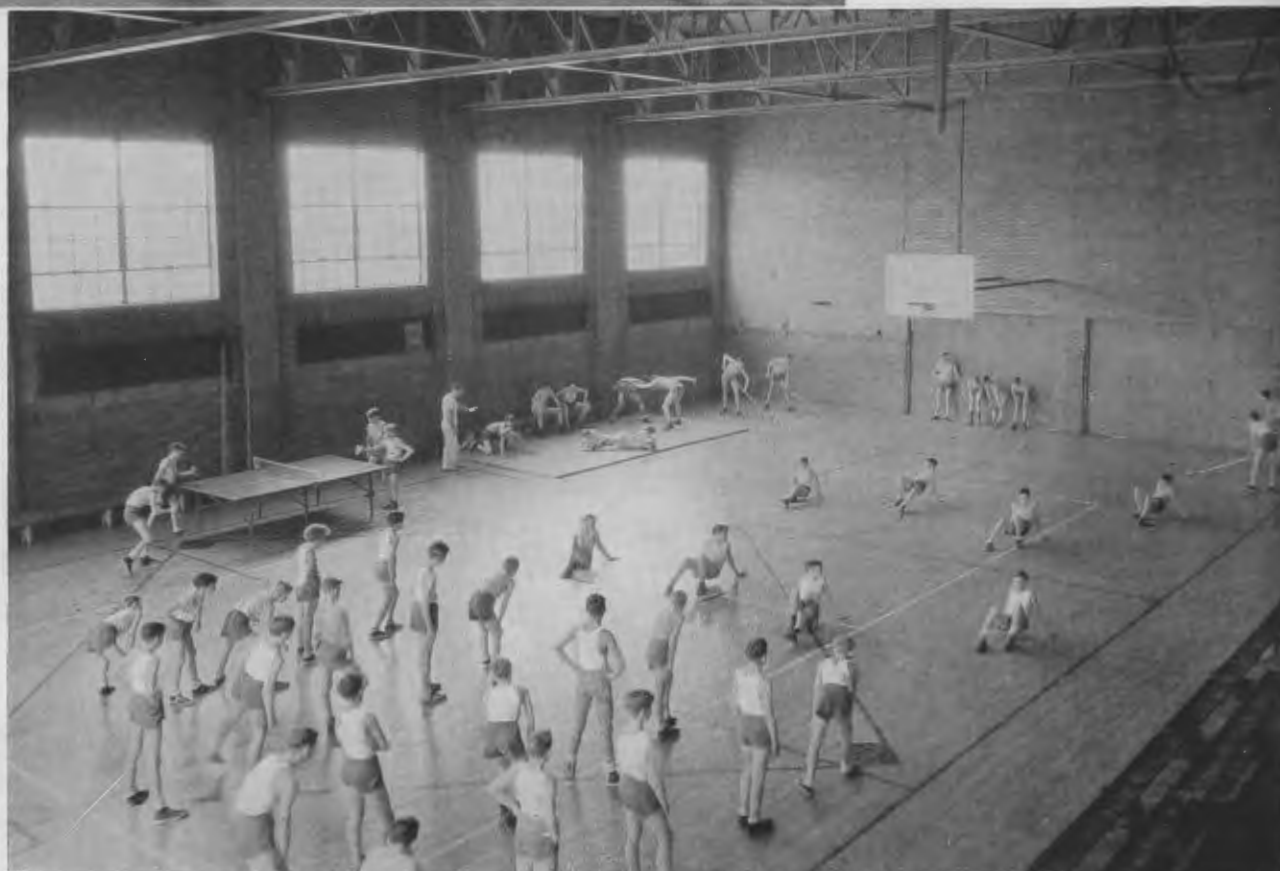
Play periods are as much a part of the school program as reading and writing and arithmetic. Big, airy gymnasiums and clean, roomy playgrounds give opportunity for physical growth and mental health.





Left: The modern swimming pool has the same lure that the "old swimmin' hole" has had from time immemorial.

Below: Games of all kinds are popular in the splendid school gymnasiums.



*Now
Schools*



Top: A school traffic light, four safety-patrol boys, and the "safety twins" combine to make this busy corner safe for the smallest children.

Right: When the fire-gong rang, it took exactly forty-four seconds to empty this school building of its 400 children.



Left: A traffic light and traffic officer make this main trunk line intersection a safe crossing.



Safety first - - safety always



Above: There is plenty of fun to be had if there are enough boys and the play facilities are good.



Right: Doctors and nurses can form some idea of a child's physical condition by studying the chart on which his growth record is kept.



Top: More and more the schools are offering adults the opportunity to meet for recreational purposes or for study.



Right: Young men no longer in school need clean, airy and well kept places where they can meet and play together. The schools are offering this opportunity.



Home-Making

Do you remember the shame-faced way in which a boy of a generation ago carefully closed the kitchen door so that the "fellows" wouldn't see him when he washed the dishes or swept the floor? Perhaps he still does so when he is engaged in these domestic pursuits in his home, but no longer is this the case in school. Here boys and girls mix freely in the work of "homemaking" and the boy as well as the girl is seen at the kitchen range or the pressing-board. And isn't it a fine thing that boys and girls have come to realize that it is just as necessary for them, as future home-makers, to know how to cook and sew and clean and wash and iron, how to figure the expense of running a home, and how to care for the baby, all these things according to the best modern ways, as it is to know how to read and write and have an appreciation of music, art, and literature? No one will minimize the need and desirability of the latter, but home-making has its place with the best of these.

Although it is not dignified with that title, "home-making" really begins in the kindergarten. Here the little babies take their brooms and dust-pans, their cleaning cloths and garden tools, and work just as "mother" and "daddy" do at home. As they progress through the grades, school house-keeping is constantly kept before them and ideals of neatness, orderliness, and care of equipment of all kinds are built. It is in junior high school, however, that home-making really comes into its own and some boys as well as girls don caps and aprons and start in earnest.



Learning to care for the little ones is a very essential part of home-making.

Dishes tempting enough to appeal to the most jaded appetite come from the hands of these skilled home-makers.

Because more and more it is recognized that the success of the home depends so largely upon its effective management, at least one course in home-making is required of all girls in junior high school. With their interest aroused, many girls voluntarily choose to take more, and in this way a splendid foundation for future home building is laid by them. The work may be continued in senior high school and the beginning of a vocation may be started. In both junior and senior high school some courses are offered for boys as well as for girls and many boys choose to participate in this work.

So often young people assume the attitude that the home owes them food, shelter, clothing and a social life, but that they owe the home nothing. In these home-making courses great stress is laid upon the fact that with every privilege comes a responsibility. Boys and girls are made to feel that no home can be a happy home unless every member contributes his share to its well-being. These young people help to decide what their share of this responsibility should be in their individual homes. They are brought to the realization that they have a duty not only in the care of the physical up-keep of the home but also in its social and ethical spirit.

Throughout, the courses are kept practical. They can never justly be called the "frills of education." Girls are taught how to select suitable garments for all the various occasions, how to care for clothes, how to keep them cleaned and pressed, and they actually make various articles of clothing both for themselves and for others.

The planning of well-balanced meals on large or small family budgets, marketing, cooking and storing of food, diets for babies or adults, all these things go to make up a modern course in home-making. With the increased interest in these things on the part of our boys and girls it would seem that the American home of the future is not in very grave danger as we are so often led to believe.





Left: A completely furnished apartment gives senior high school girls an opportunity to learn every phase of home-making.

Below: Home-making courses are not only conducted in the schools, but in the stores as well.





Every task well done - - -

Left: Even menial work becomes attractive if one knows how to do it well.

Below: Every boy should know how to care for his clothing and how to keep well-groomed.





Left: "Temperance in all things, including make-up," may well be said to be one of the problems of the course in "Personal and Social Problems" sponsored by the home-making department. These girls know how to be well-groomed and not conspicuous.

Below: Cooking good food and serving it attractively is an art worthy the attention of both boys and girls. The well-equipped kitchens and cafeterias give these people ample opportunity for practice.



Learn to do by doing . .



Right: Making a dress hang evenly at the bottom is a task that takes all the would-be dressmaker's ingenuity. From the appearance of the garment, she also has a good problem in pressing ahead of her.

Bottom: Social ease is acquired through practice and although the purpose of these informal functions is not to create social lions, they do help boys and girls to be natural and poised when out in the world of men and women.



Social Studies

A woman who had been a missionary in China for some fifteen years returned home for a visit. One of the things she noticed upon her arrival in San Francisco was that she no longer completely understood her native language. Everywhere she noticed signs, such as "Do not park here," "Curb service," "Permanent waves given," and she had no idea what they meant. So a language changes and grows and the English of today is much different from the English Shakespeare knew and so very different from that of Chaucer that we can scarcely read him without a lexicon.

The modern educators have contributed their share of new words. A few years ago there was no such term as "social studies," so it is not necessary to drop one's head in shame if this term conveys but little meaning. "Social studies" is the dressed up name for geography, history, economics, and allied subjects, and "social studies" is what children of today call what the children of yesterday spoke of as "jografy" and "histry."

The facts of history, geography, and economics are still taught but the method of teaching them has changed very materially. Educators have come to realize what a splendid opportunity this field of learning offers for teaching children to think and reason for themselves. Hence, although facts are taught, they are largely arrived at by means of the pupil's own reasoning and then verified by the many texts to which he has access.



If one is to go traveling and learn about other places, some kind of a vehicle is necessary. These kindergarten babies have made their own and are ready to start.

Teachers have also discovered that children should learn to interpret history and geography by means of articles left by those who have gone before and by nature materials of all kinds. So children are taken to museums and to the out-of-doors to see for themselves these things that are of historical or geographical import and to interpret present day life and conditions by means of them.

Whenever possible, city, state, or national government methods of procedure are taught by seeing the departments actually at work. So from time to time boys and girls visit the legislature, the various civic organizations, the fire department, the police department, and come back to their classrooms to discuss and interpret what they have seen.

From all this it must not be concluded that "book-learning" as it was once called has no longer any place in the development of modern boys and girls. Nothing could be further from the truth. However, instead of studying only one text, boys and girls now have access to many different books, periodicals, and newspapers. From all of these they learn facts, evaluate statements, and draw conclusions. By constantly using this variety of material children learn to evaluate the truth and accuracy of statements. Thus they begin to realize that the printed word is not infallible just because it is printed but that they may well question every statement they read from the standpoint of the reliability of the person or persons who uttered it.

This kind of teaching, it is hoped, will develop boys and girls into thinking men and women, into a citizenry that uses its own head and cannot be led astray by propaganda until it has taken time to investigate the truth or falsity of statements. Boys and girls so taught should be able to assume the role of citizens in a democracy that will not be ruled by demagogues.

You will be interested to see for yourselves in the following pictures how the young geographers and historians go about their work.

"Did Howard Hughes really fly around world?" is a question boys and girls answer themselves as they study the globe.

Directed ideals build character . . .





Top: There would be fewer pernicious false fire alarms if all boys and girls and men and women understood first hand what a call means to the fire department.

Right: Although he knows his voice is heard by some 1,500 of his junior high school classmates, even the "mike" has no terrors for the modern youth, since so many opportunities are given to develop self-assurance and poise.



Your Schools

Top: School is as comfortable a place as home when one can lie on one's "tummy" and make real mountains on the map of South America. Incidentally, it is a pretty good map that they have made.



Center: Who could be more obliging than these little first graders who are not only entertaining their kindergarten friends at the circus, but who have even created the animals and learned all about them so as to inform their guests.



Bottom: Out of their abundance or out of their poverty little school children are helping spread the Red Stocking Club's Christmas cheer. Their contributions of candy, nuts, or toys are carrying out the thought of sharing with others less fortunate than themselves.





Top: Habits of orderliness cannot be started too young and these little kindergartners are aware that the playhouse must always be neat and clean.



Center: People in other lands too, have markets and sell their wares there as may be seen from this Mexican market which is selling real Mexican articles made by small boys and girls who, for the time being, have turned into real Mexicans.



Bottom: These young historians are bridging the gap between then and now as they handle the things of long ago in the Michigan Pioneer Museum.



Top Left: Boys and girls of the elementary grades each year do their bit for the community by making the Sparrow Hospital Harvest Festival a success. Large quantities of edibles of all kinds are contributed annually by the children.



Top Right: The Lansing City Library is well patronized by boys and girls every school day of the year. These boys and girls have early acquired the "library habit."



Center: It is much more interesting to hear and see for yourself how the legislature is conducted than to read about it in a book, seems to be the thought of these boys and girls in the Senate Chamber of the Capitol.



Bottom: Lantern slides and sometimes movies help to make real some of the things that have been talked about in class and read about in books.

Cultural Studies

Calling English, foreign languages, music, art, and drama, "cultural subjects" would seem to imply that the other school subjects commonly taught in the grades and junior and senior high school were devoid of cultural value. Such is not the inference, however. All subjects, whether they develop primarily the head or the hand have their cultural contributions to make. However, it is to literature, either in our own tongue or that of our foreign friends, to music, to art, and to the drama that we turn for the greater spiritual uplift and aesthetic satisfaction, and hence speak of them as the cultural subjects.

It is literature, music, art, and drama that plays a large part in the budding life of the kindergarten baby. Falteringly he learns to repeat the rhymes loved by children since the beginning of history. He not only learns to lisp his Mother Goose rhymes but with the naive grace of the little child plays that he is Jack or Jill or Contrary Mary of garden fame, or solves the problem of the Old Woman in the Shoe. He lifts his baby voice in song, more or less off the key to be sure, but none the less completely satisfying to him, and with joy brushes away with all the vim of a housepainter on the great mural which he is creating on the easel before him.

These beginnings of a love for the finest and best in the aesthetic fields are carefully nurtured so long as the child remains in school. His fund of stories and poems grows as he grows; his ability to read for himself opens to him the entire world's collection of literature, good and bad. By means of wise guidance he is taught to discriminate between what is good and what is worthless in this array before him. His taste is developed by constantly hearing and reading the best and becoming conscious of the factors that enter in to making it worthy. His repertoire of musical selections both vocal and instrumental grows daily. He learns to sing and love the songs sung and loved for untold generations. He hears the masterpieces in music played or sung by the greatest of artists and reproduced by means of phonographic records. As he grows older, he himself may learn to play one or more instru-



Often an avocation becomes a vocation for young men and women who continue their work in art and music through the senior high school years.

*The arts bring out
the finer senses . . .*

ments if he cares to do so, either by means of instrumental classes or in bands and orchestras. Splendid choruses are formed in which he may become a participant or merely an auditor according to his choice.

So also from small beginnings the boy or girl may develop his taste and skill in the graphic arts. The large, mural painting of the little kindergartner may prophesy the large painting or the dainty miniature of the senior in high school. The clay apple or elephant of the tiny tot may be a forerunner of the beautiful clay model of the high school pupil at the potter's wheel. His love of the simple masterpieces painted to delight the little child may develop into a love of the greatest masters who have left us their works as a heritage. The attractive surroundings in which he finds himself in the kindergarten room will be a step toward an appreciation of the beautiful in his surroundings as he reaches manhood.

From the simplest of pantomimes of the little child, the boy or girl follows the drama until he loves to know and act the great plays of the world. Through classes in dramatic art which the pupil may elect in junior or senior high school, if he cares to do so, he learns the simpler technique of the drama. Through class plays and performances of various kinds he is given an opportunity to understand the obstacles which confront the playwright and actor and as his understanding grows, his appreciation waxes.

In the past, a knowledge of modern foreign tongues was never deemed so necessary in this country. In Europe, where a very short journey often leads into another foreign land, a knowledge of many languages has long been essential. However as world travel becomes daily more common, a need for languages other than our own becomes more pressing. French and Spanish are offered, and studied by many boys and girls not only as a possible utilitarian subject but also for the pleasure which may be derived from reading literature in its original tongue.

In spite of the repeated attempts to minimize its importance, Latin has managed to survive. There must be some intrinsic worth in a subject that is able to hold a place when so many hands are lifted against it. In both junior and senior high school Latin is still enjoyed by those who are willing to give it time and attention and investigate its merits. Those boys and girls live again the life of the Romans and better understand our heritage in manners, customs and language.

Many boys and girls in junior and senior high schools enjoy the opportunities offered for group singing or playing.





Top: Drawing, painting, carving, modeling, all have their turn with these young junior high school budding artists.



Left: Studying works of art and becoming familiar with great paintings is an important part of the art instruction in the schools.

Right: Finger-painting is still rather new in the school curriculum, but what fun it is!



Bottom: A cozy nook, a good book, and pleasant companions. What more can one want?



Tomorrow's artisans

in the making . . .

Left: Everyone has ideas of his own that he wants to express and he works out his own plans, little caring what his neighbors may be doing.

Right: It takes several "property men" to turn the movie roll as well as speakers who help the story to unfold as the roll turns.

Below: Who is so deaf to good music that he would not enjoy a fine, military band?





Left: Interest ran high and competition was keen in the 1938 "Spelling Bee of the Air."



Above: School Madrigal and A'Cappella choirs are often called upon to furnish music for various community functions.



Left: Hollywood's understudy. They have written the play, made the puppets, planned the dramatization and are now having a critical rehearsal.



Above: Children love to come to a room made attractive with pictures, plants, draperies, and above all carefully chosen delightful juvenile books. The "library period" always proves a most popular one with these boys and girls.

Right: To have learned to know and love fine music in childhood is a heritage that will be appreciated all through life.



Left: Small children need a large surface upon which to work and good sized brushes and plenty of paint. The creative young artist has a most appreciative audience.



Left: Not only for its excellent playing but also for its military bearing is this band a credit to the high school which it represents.



Left: The French play gives an opportunity for real appreciation of that country's literature as well as practice in its vernacular.



Left: As our relations with South America become closer, Spanish will more and more become a tongue that has utilitarian value.

Below: That the Romans were real people and their language very much alive can be attested to by this junior high school Latin class which is giving a real Roman banquet.



Right: Learning to read, by reading for pleasure lovely picture books in a self-made library is a joy to these little first graders.

Center: No child needs longer wish he could learn to play an instrument without having that wish fulfilled. Twenty-five percent of the junior and senior high school pupils take instrumental music.



Bottom: It is astonishing what splendid music is produced both instrumentally and vocally by boys and girls of junior high school age.



Science

There is no subject in which it is easier to interest children than in science. All the world is their laboratory, their work-shop. To answer all the questions asked daily by children in this field alone, would tax the wisdom of a Solomon and the patience of a Job.

"How does a bee make honey? What makes the leaves turn red? What is this bug? What makes it rain? What makes my kitty's fur snap? Where are all the ants going?" These and hundreds of others are asked of teachers daily by inquiring young minds and it is their task to help them find answers to all these questions and never by impatience or lack of interest dampen their first quest into nature's secrets.

Like social studies, teachers have found this subject also a splendid source of developing constructive thinking. By taking the objects in which the child is most interested, which is usually an animal, plant, or insect, he is helped to observe for himself its actions, habits, mode of life, structure, adaptability to its environment and learns his first lesson of reverence and regard for all living things.

The child who has learned how the robin builds its nest, how the mother bird lays her eggs and watches over them, how the father bird brings the food and takes his place as guardian while the mother rests, the child who has listened to the robin's song and



Irving Cobb speaks of the privacy of a gold fish. The school gold fish surely do not know the meaning of the word for someone is always on the watch.

learned to love it will scarcely be seen furtively robbing that nest of its eggs and thus quiet the song that rang out so happily before.

The child who has gathered the seed in the fall, planted it again in the spring, watched it sprout and then put forth its first tiny leaves, observed it as it flowered and fruited, has had a lesson in ethics and faith that cannot but have its effect.

The child who has watched the sun rise and set, has watched the stars come out one by one, who has had his natural questions answered simply and in part, in so far as he can understand easily, has taken his first step to a love of the stars that can make him "ne'er fearful of the night."

For all these reasons much emphasis is placed upon natural science from the time the child first enters school in kindergarten until he reaches an age where he may choose for himself whether he cares to take further work along these lines. From these simple beginnings in the elementary grades the boy or girl is prepared for the more complex phases offered in the general science courses of junior high school. Here many experiments are worked and from them the pupil is helped to draw conclusions. He learns fundamentals such as air pressure and begins to understand the vagaries of climate. If he cares to do so, he may follow these elementary courses with more advanced science courses in senior high school. Here he finds opportunities to take botany, zoology, chemistry, and physics, and thus lay a foundation upon which he may build independently or supply the basic principles for further science work needed in many college courses.

If the bunny ate all the food offered it in the course of a school day it would play havoc with the most hardy digestive system.

Nature unfolds her secrets . . .





Upper Left: "Conserve our wild-flowers," is more than a meaningless slogan to boys and girls who have studied and learned to love the flowers.



Center, Left: Even the sand table puts on a festive appearance when spring comes to the land.

Right: All winter the cocoons have been watched and kept damp, and see what we have for our pains!



Left: The sixth grader is demonstrating to his kindergarten apprentice the first steps in caring for a rock-garden.





Above:
Mary, Mary, quite contrary,
How does your garden grow?



Above:
Where the pools are bright and
deep,
Where the gray trout lies asleep.



Above: Even the fish is enjoying
the wide, toothless smile of his
audience.

Right: The mystery of the magnet
will lead to an animated dis-
cussion when these children
return to the classroom.





The heavens declare the glory of God;



Left: After all the only way to make sure we know the stars is to go out to study them first-hand.

Right: Children delight in all nature objects and love to explore their hidden mysteries.



*and the firmament
showeth His handiwork*



Above: "Find sermons in stones, and good in everything."

Right: Splendidly equipped science laboratories give opportunities for all kinds of experiments.



Studying the heavens at night and duplicating the constellations in this improvised firmament would tax the ingenuity of many an older head.



Mathematics

If it was ever true that "reading and writing and 'rithmetic were taught to the tune of the hickory stick," it is certainly true no longer. The hickory stick has been laid aside and the game and contest has taken its place. Rivers of tears have been shed in the past over the multiplication tables, over the terrors of fractions, and the horrors of decimals. Because arithmetic is of necessity more or less of a drill subject and hence often uninteresting to young children, a more than ordinary effort has been made to enliven it by means of games of all kinds which children will enjoy, and which will at the same time give them the drill which they need.

To the very young child, number comes almost entirely incidentally. The little tot learns to count by counting the number of children in his little group and then counting out enough material of one kind or another to supply each one. Later he counts the number in two groups, finally the number in the entire room. He learns to manipulate numbers by determining who has won a game and how much higher one person's score is than that of his rival. He learns denominate numbers by figuring whether a peck of apples will supply his class at Hallowe'en or whether two pecks will be necessary and what the cost will be when the cost of a bushel has been quoted. He learns the dreaded multiplication tables by means of games which he plays sometimes in small groups seated about a table, sometimes by the participation



There is plenty of opportunity for pleasant competitive games in even a seemingly dry study of the multiplication tables.

of the entire class in a race; he learns to add, subtract, multiply, and divide by playing bean-bag games on the floor, ring-toss or a variety of other games thought out by the versatile brain of his teacher. He keeps score and figures the winner and the margin by which he won as well as who the runner-up may be. With this kind of game to furnish a motive, children are helped to work the usual type of arithmetic problems which involve the fundamentals which they need to know and practise.

More and more attempts are made to make mathematics function in the everyday life lived by the normal boy and girl in school. Thus quick and accurate computation is needed in figuring the cost of food on the trays in the cafeterias, in estimating the cost of books and materials sold in the school bookstore, in figuring budgets and how to live within them.

The formal mathematical subjects still have their places in junior and senior high school but more and more attempts are made to vitalize them. Algebra is shown to be a basic need for the sciences which will be studied later. The practical values of geometry and trigonometry are constantly emphasized in those classes in high school.

Although colleges and universities are no longer making the rigid requirements in the field of mathematics that they once did, pupils should be warned against the growing tendency of avoiding this subject in junior and senior high school. A knowledge of mathematics is as essential today for a person who wishes to take science or medicine or engineering in college as it ever was. The boy or girl who has been allowed to finish high school with practically no knowledge of mathematics will find himself seriously handicapped if he enters these fields in college.



Learning to tell time by the clock has become a real game, instead of an arduous task to these boys and girls.

Knowledge is Power . . .





Left: Playing bean-bag or ring-toss games, keeping score, and figuring out the margin of winning all combine to teach arithmetic painlessly.

Below: Geometry is still geometry but every effort is made to make it meaningful to senior high school boys and girls.



Below: Mathematics served even in the cafeteria, where it takes some rapid calculating to figure costs of a well-loaded tray.





Left: In spite of many efforts to oust the subject, algebra is still holding its own with many boys and girls who plan to study science or higher mathematics in college.

Right: Figuring how much the customer owes the school bookstore holds these student clerks on their mathematical tip-toes.



Bottom: Even music has its mathematical problems when one tries to figure out how many notes should be placed in each measure.




Vocational

There is nothing so very new about the fact that the schools prepare some students for a vocation. We sometimes think that the schools of long ago were entirely lacking in utilitarianism, that they taught only useless subjects, such as Latin, Greek, and higher mathematics with no idea of preparing for a life work. That is not quite true, however. In those days most young men who went to school studied for the ministry, for law, or for medicine. All of those vocations called for a knowledge of the ancient tongues as well as science, with its preparatory mathematics. So for that time Latin, Greek, and mathematics were as much vocational subjects as typewriting, printing, and drafting are today.

At present, in the city, we think of vocational education usually in terms of commercial or shop work of one kind or another. For many years Lansing has offered such work in its senior high schools.

With the establishment of the junior high schools some eighteen years ago, so called "exploratory" courses were provided in the curriculum of those schools. Work in typewriting, printing, woodwork, metalwork, drafting, household mechanics, home-making, and others of that kind were offered. It was never the thought that these courses should prepare boys and girls of this age for a life work. The thought was that, first of all it would give these children the ability to do the various little



It takes a keen mind and a steady hand to carry out some of the problems that confront the senior high school draftsman.

*The foundation of every state
is the education of its youth*

mechanical things that need to be done about every home, teach them to handle the simpler tools, and also to give them an opportunity to find themselves if they cared to go into industry, by sampling many different types of work. Thus a boy might try printing, and if he liked it, continue this work in senior high school and fit himself so that he could take a job in the printing trade upon graduation. If he found on the other hand that he did not care for printing, he might try something else and continue to explore until he discovered a line of work that he liked and for which he would like to prepare himself further in senior high school.

In senior high school the commercial and industrial courses prepare definitely for a vocation. Boys and girls who have graduated from those courses have, in normal times, been able to enter the fields for which they had prepared themselves and make good. It must be borne in mind however that these industrial and commercial courses do not prepare for college. Boys and girls who wish to attend college upon graduation from high school must take the academic work and not the commercial or industrial.

For the benefit of those of senior high school age who cannot attend full time school, a part time continuation school has been organized. As the name implies, these boys and girls are in school part of the time and on the job the rest. The work in school and out is co-ordinated as closely as possible, the lessons in school being drawn from actual experience on the job.

So it is seen that the school trains for a vocation and at the same time gives to the boy or girl who elects this work all the other cultural opportunities in which he cares to participate. He has the means to learn to appreciate music, art, literature, and all the other things for which the school stands. He is guided by men and women who have his interest at heart, and he leaves the school with an appreciation of the finer things of life as well as with the ability to be a self-supporting individual.



If it is inconvenient to attend evening school, afternoon classes are available in some localities.





Top: The women's evening school classes in tailoring are always popular. Many a woman may be seen on the streets of Lansing wearing a beautifully fitted and tailored suit or coat made by her own hands.



Center: Selling a refrigerator to a reluctant customer is the problem that confronts this would-be salesman, while a sympathetic audience looks on.

Right: Many high school boys develop remarkable skill in the use of tools and machinery and many beautiful objects come from their hands.



Right: If your car stalled on a lonely road far from a garage, you would be fortunate indeed if one of these boys was your companion.



Center: Familiarity with many types of machines is the result of the senior high school work in machine shop.



Left: The automobile's inwards are no mystery to these boys who can always locate the trouble.

*Your
Schools*



The course in Office Practice familiarizes these boys and girls with all types of office machines and equipment.



Right: Everything must be planned before it is made.



Left: Getting out the high school paper on a cylinder press.



CHILDREN NEEDING *Special Consideration*

With the completion of the new wing on the Walnut Street School, Lansing has one of the finest schools for handicapped children in this section of the state. Here are rooms for those who are deaf or hard of hearing, for those whose eyesight is so impaired that they cannot do the work in the regular classrooms, for those who are afflicted with speech defects of various kinds, for those whose bodies are crippled in one way or another, for those who are undernourished or convalescing from a serious illness, and for those who are so constituted mentally that it is impossible for them to do the work planned for the average child in the ordinary classrooms. The older section of this building houses the regular grades from kindergarten through sixth, which gives some of the children of the special rooms who would profit thereby, the opportunity to take some of their work in the regular classrooms under ordinary schoolroom conditions.

One of the features in this building that causes the most favorable comment perhaps, is the hydrotherapy room. As the word implies, it is a room where water plays a large part in performing cures. Here we find a swimming pool in which children who need it are given regular treatment by a physiotherapist, a young woman who has had excellent training for this type of work. She carries out with exactness the orders laid down by the orthopedic surgeon who has charge of that particular child. Here children who have been crippled from birth or who have become so through accident or disease have bodies rebuilt or improved in so far as science is able to produce a cure. Here, too, we find alternating hot and cold baths, whirlpool baths, lamps of various kinds for light treatments, stall-bars, walking devices of all kinds and all the other things that modern science has suggested that will aid these children to regain the health that nature has so far denied them.

In another room we find the deaf and hard of hearing children. Those deaf from birth or early childhood are taught to talk as well as read lips. Until recently this was all done mechanically, by showing the child how to place his speech organs to produce different sounds that go to make up normal speech. In recent years much attention has been given to the invention of mechanical devices that would enable even those who were at one time considered hopelessly deaf, to hear. One of these devices is called the "Fairchild machine." The Lansing school for the deaf and hard of hearing has such a machine. When used regularly, day after day, it is amazing what splendid results it is possible to get from children who at one time seemed doomed to be engulfed in complete silence. With this machine it is possible to make records



Learning to make their own copy on a large type typewriter helps to conserve the eyesight of children in the sight-conservation room.

of the child's own voice and then by means of a microphone and ear-phones let him hear his own words as well as those same words pronounced by the teacher. With this opportunity of comparing correct speech with his own, he is enabled to locate his errors and thus overcome them.

In this building are also housed the children whose eye-sight is so defective that every effort must be made to conserve what sight they have and a room normally lighted is inadequate for their needs. This sight conservation room has only north lighting, which makes a steady, even light uninterrupted by sunlight which would necessitate the lowering of shades from time to time. Besides the natural light this room is also equipped with powerful artificial light to supplement that furnished by windows. Yellow chalk is used for writing on the blackboard, large type books and large type typewriters are part of the equipment of this room and everything is done to improve what nature has supplied stingingly.

What agonies children have suffered from time immemorial because of some speech defect which made them the butt of jokes and objects of ridicule to their companions! Lansing has tried to help these unfortunates by supplying a speech correction room where a trained teacher works with each child individually to cure his difficulty. Marvelous results are often obtained and children are usually completely cured. Sometimes the cure may not be complete but there has been no case in which the improvement has not been marked.

An open-window room in which children are housed who are below par physically is also located in this building. These children are always only temporary guests and are returned to their regular classrooms as soon as their physical conditions warrant it. By means of fresh out-door air, nourishing lunches, regular rest periods and complete freedom from the unavoidable stimulation of a classroom with a large group of children, these children are nurtured back to normal health. Admission to this room is always in order of need. Although there may be children on the waiting list whose claims are of earlier date than those admitted, the plan is always to take first the child whose need is most urgent, regardless of the time of application. Children do not remain in this room for more than one year and usually can be discharged much sooner and returned to their regular classrooms.

Some children find it impossible to meet the academic requirements of the ordinary school. For these children special provision is made in the way of a simpler curriculum and more hand work of one kind or another. Children who are unhappy in the regular classrooms on account of their inability to keep up with the group, here find peace and happiness in the satisfaction of accomplishment.



Watching herself in the mirror as each step is taken helps this little child to attain a normal walk and carriage.

Practice is the best of all instructors . . .





Boys and girls find happiness in special rooms adapted to their needs and capacities. Many learn to sew, to cook and serve meals and best of all, to eat them!





Left: Specially printed, clear-type books placed on specially designed tilt-top desks conserve the impaired sight of many boys and girls. All blackboard writing is large and done with yellow chalk.

Right: Deaf and hard of hearing children are enabled to improve their speech greatly by hearing a record say the words which they read in the book or by hearing their own voices over the microphone and comparing their own speech with that of the teacher or machine records.





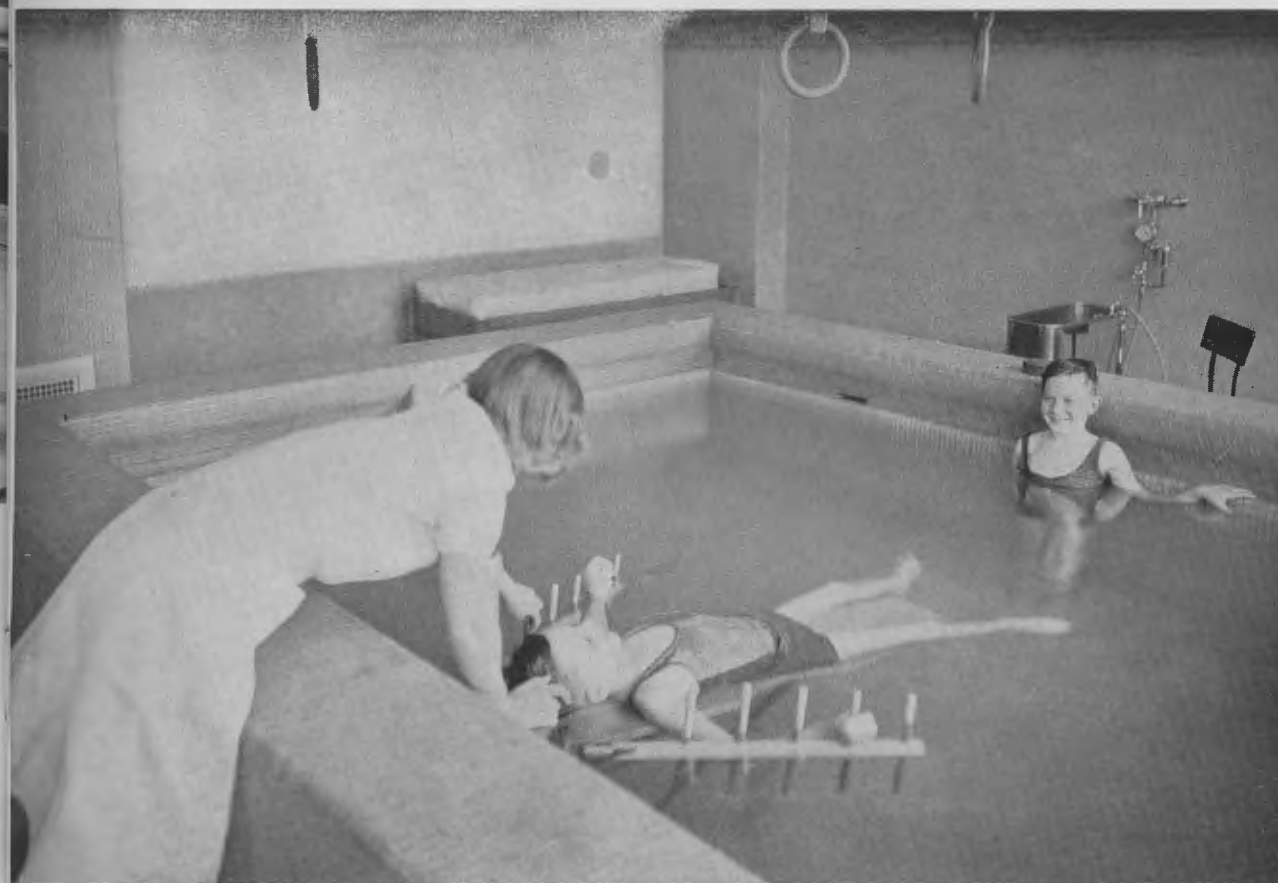
Top: Testing the hearing of all children to learn which of them need special consideration.



Above: Deaf and hard of hearing children acquiring a speaking vocabulary by means of earphones and records.

Only as we know the difficulty can we apply the remedy . . .

Below: The buoyancy of the water makes it possible for children to exercise muscles otherwise partially or wholly useless. Splendid improvement is noticed in many cases through the use of the pool in the hydrotherapy room in the orthopedic school. The pool period is always a happy time.



Right: Light and heat are prescribed for many children in the orthopedic room. The little chap is enjoying a fine story while he waits for the lamp to do its good work.





Above: Together with academic work these girls learn to make their own clothes and care for them. Many very attractive garments are made and worn with pride in their own handicraft.



Right: In the work shop these boys make boats and many other articles that appeal to them. Exceedingly creditable work is often turned out.

Self-confidence builds success . . .



Above: Taxicabs bring all orthopedic school children to their school in the morning and return them to their homes at the close of the day.



Below: A rest period in a quiet room on comfortable cots with warmed blankets, help to restore these little ones to health.



T

HIS ends the visit to your schools through the pages of this book but we hope that you have become enough interested so that you will soon come in person to see your children at work. We have tried to show you that the schools offer something for everyone—for young and old, for the weak and strong, for the lover of books and the lover of handicrafts, and that we try to make every child interested, happy, and contented. We have tried to give the boys and girls the best environment, the best equipment, the best teachers, and the best instruction that it has been possible to get for them. Throughout, our motto has been, "Only the best is good enough for Lansing's children."



And here are Lansing's famous and attractive little Morlok quadruplets. They too, are enjoying

